



**DRB Multi Academy Trust
Pupil Premium Strategy Statement
Beechwood Church of England Primary School**



School Overview

Number of pupils in school	188
Number of pupils eligible for pupil premium funding in school	98
Proportion of disadvantaged pupils in school	52%
Pupil premium allocation this academic year	£128,040
Academic year or years covered by statement	2020 -2023
Publish date	12 November 2020
Review date	15 July 2021
Statement authorised by	Mrs S Blick
Pupil premium lead	Mr D Pardoe
Trustees lead	Mr K McCabe

Disadvantaged pupil progress scores for last academic year (2019)

Subject	Pupil Progress (school)	Pupil Progress (National Non Pupil Premium)	Pupil Progress (National Pupil Premium)
Reading	-1.5	0.3	-0.6
Writing	+3.2	0.3	-0.5
Mathematics	-2.5	0.4	-0.7

Disadvantaged pupil performance overview for last academic year

Subject(s)	Performance (school)	Performance (National Non-PP)	Performance (National PP)
Reading Expected Standard at KS2	52%	78%	62%
Reading Higher Standard at KS2	6%	31%	17%
Writing Expected Standard at KS2	94%	83%	68%
Writing Higher Standard at KS2	6%	24%	11%
Mathematics Expected Standard at KS2	59%	84%	67%
Mathematics Higher Standard at KS2	6%	31%	16%
RWM Combined Expected Standard at KS2	41%	71%	51%
RWM Combined Higher Standard at KS2	6%	5%	13%
Phonics Year 1	85%	83%	68%
EYFS	71%	73%	55%

Strategy aims for disadvantaged pupils

<p>Priority 1 All pupils achieve the highest standard of educational outcomes regardless of circumstance or background.</p> <ul style="list-style-type: none"> - Disadvantaged pupils make at least good progress. - Disadvantaged pupils' attainment is in line with non-disadvantaged pupils so the gap diminishes. - The percentage of disadvantaged pupils working at ARE is in line with national outcomes.
<p>Priority 2 A rich and engaging curriculum builds clearly on the knowledge and skills pupils need to succeed.</p> <ul style="list-style-type: none"> - Disadvantaged pupils make at least expected progress and, where there are no additional social/emotional issues, pupils make good progress. - Monitoring of interventions shows targeted support for this group of pupils, supporting gaps to diminish. - Support staff and the inclusion team are deployed effectively, meeting the needs of all pupils and making daily adjustments where necessary. - Pupils identified as working at exceeding ELG at the end of EYFS continue to work in greater depth and achieve GD at end of key stage assessments. Disadvantaged pupils working at GD make at least good progress. - Disadvantaged pupils working at a greater depth have access to a wider range of opportunities, which allow them to access learning in a broader and more detailed way. They are challenged and encouraged to consider their learning in the context of the wider world and to raise their expectations for their future outcomes. - The curriculum offer is progressive and all staff have an understanding of the learning journey each child is taking, therefore ensuring children, parents and staff are all preparing the child for their next step in their learning. - Pupils are supported to reflect on their own learning and, with support, identify next steps to aid their motivation and metacognition - Pupils access a mastery curriculum off including a range of learning tasks, in order to demonstrate that they can apply their knowledge and skills.

Priority 3

Disadvantaged pupils are motivated to learn and attend school at least in line with national attendance expectations.

- Disadvantaged pupils have access to a range of experiences to enable them to fully participate in learning.

Priority 4

Research from, for example, The Education Endowment Fund and the Sutton Trust will be used alongside drb schools Trust wide evaluation of the impact of the Pupil Premium fund, to inform and develop our provision for disadvantaged pupils.

Barriers to learning these priorities address

- Impact of COVID 19 school closure on academic achievement and pupils' mental health.
- Poor language and comprehension skills on entry to school, particularly in relation to vocabulary, impacting on pupil achievement in speaking, listening and reading.
- Complex family needs contributing to reduced motivation and positive learning behaviours for many disadvantaged learners.
- There is a higher rate of persistent absence and late arrivals amongst disadvantaged children.
- Some parents find it hard to provide support for their child's learning at home, particularly writing and the use of particular written methods within maths.
- A high proportion of pupils in receipt of Pupil Premium funding are also on the SEND register.

Targeted outcomes

Aim	Target	Target Date
Attainment and Progress in Reading	Attainment at least in line with national outcomes. Progress in line with national average outcomes in KS2.	July 2021
Attainment and Progress in Writing	Attainment at least in line with national outcomes. Progress in line with national average outcomes in KS2.	July 2021
Attainment and Progress in Mathematics	Attainment at least in line with national outcomes. Progress in line with national average outcomes in KS2.	July 2021
Phonics	Attainment at least in line with national outcomes.	July 2021
Other	In EYFS, disadvantaged pupils achieve in line with all pupils nationally.	July 2021

Teaching

Measure	Actions
Providing Quality First Curriculum	<ul style="list-style-type: none"> • Leaders focus on improving teaching and learning through support, coaching, team teaching and robust monitoring procedures to ensure that all teachers have a clear understanding of the expectations of high-quality teaching and learning needed to improve outcomes for all. Leaders to support staff or provide training to develop teaching and learning across school. A structured monitoring and evaluation cycle will ensure that areas for development are identified and support or training are put in place as necessary. • Leaders to work with subject leaders and all staff so there is a deeper understanding of the progressive curriculum that is offered for all pupils at Beechwood. • To continually improve the quality of teaching and learning so that pupils develop skills and knowledge they need to succeed in life, with a focus on disadvantaged. • Further develop use of formative and summative assessment, ensuring it has maximum impact on individual pupil achievement across the curriculum. • During termly Pupil Progress meetings, progress and attainment of all groups is monitored by both SLT and class teacher and support staff. Class Teachers will be able to work with the subject leaders to ensure they access termly updates on PP pupil's progress. In addition, they will provide QLA of assessments to support their planning of the next steps in learning. • Ensure staff have a deep understanding of the progressive curriculum so that learning is effectively adapted to meet individual needs and so build their skills and understanding, enabling rapid progress of disadvantaged. Ensure that secure effective pedagogy meets individual pupil needs. • All staff to apply knowledge of metacognition and Rosenshine's Principles of instruction to ensure that children are able to think about their own learning more explicitly (metacognition +7 months, EEF) • SLT and subject leaders will monitor standards as part of the monitoring and evaluation cycle and will give regular and purposeful feedback to ensure there is a positive impact on all teaching. • All stakeholders prioritise the importance of reading, as the element underpinning all learning. They engage in the reading for pleasure project. All leaders monitor reading sessions (reading comprehension strategies +6 months, EEF) • All pupils benefit from meaningful oral and written feedback on their learning. Feedback is consistently responded to by pupils, misconceptions are identified and future lessons adapted. There is evidence of regular self-assessment and pupil voice (+8 months, EEF) • Early Reading Leader ensures quality first teaching of phonics for all pupils in need throughout the school (+4 months, EEF) • A rich and engaging curriculum is offered so children develop independence, confidence and resilience: <ul style="list-style-type: none"> _ Whole Class Music Tuition in Year 4 (arts appreciated +2months) _ Residential experience from years 2-6 (outdoor and adventure learning +4months) _ Cooking (collaborative learning +5months) _ Lane Clarke tools and strategies within subjects (collaborative learning +5months) _ School Council, RRR and BEST to provide opportunities for confidence and communication as well as collaboration

Rapidly address low attainment in communication on entry to school in EYFS.	<ul style="list-style-type: none"> • An EYFS curriculum with a securely embedded intent and implementation is further developed through coaching and mentoring by senior leaders and EYFS Lead. Staff to attend specific EYFS training through the Trust Early Years Network to ensure current and up-to-date practices and strategies for teaching are embedded. • Communication and Interaction interventions take place as soon as possible after entry
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Ensuring quality first teaching across the curriculum to improve outcomes for all pupils through addressing the identified areas for development in school and the leaders provide support for their phases and subjects. • Encouraging wider reading across the curriculum and at home as part of the Reading for Pleasure project so that pupil's reading outcomes improve. • Robust curriculum offer in English and Mathematics.
Projected Spending	£28,040

Targeted academic support for current academic year

Measure	Actions
High quality interventions informed by research evidence.	<ul style="list-style-type: none"> • Use structured interventions from additional staff to provide additional support to all pupils to ensure they make at least expected progress from their different starting points. Monitoring and evaluating assessment information, holding pupil progress meetings and regularly evaluating interventions will ensure that those children, including more able pupil premium children, meet their expected targets. • Extra staffing for small group focused interventions in identified cohorts to improve outcomes in attainment and progress to be more in line with national averages. • Develop whole-school approach to the non-negotiables for the implementation and delivery of high quality, effective interventions which are measurable and purposeful. • Additional interventions to be delivered by class teachers, with release from a supply teacher in combination with the catch up funding. • Additional teacher in Year 6 during the mornings, to deliver Reading, Writing and Maths interventions. Pupils to be taught in smaller class groups (reduced ratio of adults to pupils +3 months, EEF), personalised learning for pupils with additional special educational needs. Pupils will benefit from personalised learning conversations, impacting on their attainment and progress (+8 months EEF)
Rapidly address Speech and Language and communication on entry to school in EYFS.	<ul style="list-style-type: none"> • Speech & language therapists to support the formulation of accurate and purposeful SALT provision. SENDco to support staff in delivering the WELLCOMM programme to all Reception children, an intervention for improving communication, speech and language that will impact on the outcomes for all children by the end of EYFS, particularly those eligible for pupil premium. (Oral language and communication development +5 months, EEF) • EYFS Lead/ SENDco to deliver training for speech and language interventions to all support staff and to then monitor the implementation of speech and language interventions. • Full-time teaching assistant in Reception to target PP pupils through S&L and reading interventions (EY interventions +5 months, EEF)

Barriers to learning these priorities address	<ul style="list-style-type: none"> • Ensuring interventions are targeted to focus on closing the attainment gap between disadvantaged and non-disadvantaged pupils and all pupils make at least expected progress from their starting points. • Encouraging wider reading across the curriculum and at home as part of the Reading for Pleasure project so that pupil's reading outcomes improve • Robust curriculum offer in English and mathematics.
Projected Spending	£70,000

Wider strategies for current academic year

Measure	Actions
Improve attendance to ensure that children are regularly accessing the educational offer in school.	<ul style="list-style-type: none"> • Pastoral Lead to monitor attendance daily, make first day absence calls, liaise with external agencies to identify additional support required, work with SLT to share concerns and provide additional pastoral support wherever possible to support families and increase attendance. • Improved communication system between SLT and Pastoral Lead to increase the analysis of attendance and punctuality which then informs targeted actions. Regular meetings with parents at risk or poor attendance. • Pastoral Lead to raise awareness of the impact of low attendance and poor punctuality, both for parents and children. • Pastoral Lead to review and implement attendance reward system to promote attendance within the school community.
Pastoral Lead to support disadvantaged pupils and their families to encourage engagement with school.	<ul style="list-style-type: none"> • Vulnerable pupils identified by class teachers and Pastoral Lead to support child/family – time scale depends upon family circumstances. Relevant signposting to external agencies and impact monitored • Increased engagement with school (parental engagement +3 months, EEF)
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Poor language and comprehension skills, particularly in relation to vocabulary when speaking and listening and reading. • There is a higher rate of persistent absence and late arrivals amongst disadvantaged children. • Some lack of willingness to engage
Projected Spending	£30,000

Monitoring and implementation

Area	Challenge	Mitigating Action
Teaching	<ul style="list-style-type: none"> Ensuring that teachers receive their coaching entitlement and coaches have the time to carry out coaching alongside their other responsibilities. Disruption caused by COVID related absence. Ensure that support staff are effectively deployed. Ensure staff have a good understanding of metacognition to support children in thinking about their learning more explicitly. 	<ul style="list-style-type: none"> Rigorous monitoring and evaluation timetable to ensure that subject leaders and SLT support teaching and learning across school to ensure it is at least good. Leadership capacity in school and the Trust School Improvement Team will support coaching (including lesson study) and PPA support to provide appropriate training to meet the targets set out in the SDP and individual professional development opportunities. Programme of CPD from drb Ignite MAT, Diocese of Worcester and Dudley LEA for all members of staff, included in performance management discussions. Precise use of catch-up funding to employ a full-time additional supply teacher to support in Y6 during the delivery of Reading, Writing and Maths and to release class teachers so that high quality interventions can be delivered. Develop staff understanding of support staff's role within the classroom. (teaching assistants, +1 month, EEF)
Targeted support	<ul style="list-style-type: none"> Timetabling, so that interventions happen consistently, but do not have a detrimental impact on wider learning. Staff absence due to COVID-19. Ensure that support staff are effectively deployed. 	<ul style="list-style-type: none"> Monitor timetables rigorously to ensure that planned interventions are taking place and that teachers are making best use of time to plug gaps and for children to make accelerated progress. Monitoring of standards in the delivery of high quality teaching of interventions across the school. Check offer is consistent across the school and additional staff have access to appropriate training.
Wider strategies	<ul style="list-style-type: none"> Engaging and supporting parents to be involved in their children's education and address wider issues that impact on their learning. 	<ul style="list-style-type: none"> Continue to employ full-time Pastoral Lead to support parents with improving pupil attendance and punctuality. Directly target families experiencing the most difficulties by establishing effective relationships via the pastoral team. Directly target the most disadvantaged families to engage in activities in EYFS to support with communication skills and early reading. Pastoral Lead to support families and signpost them to any additional, appropriate support from outside agencies and organisations where needed, so that children are able to thrive and flourish in and out of school.

Review: last year's aims and outcomes

Last year's aims and outcomes were disrupted as a result of Covid-19 and school closure for the majority of pupils from 20th March 2020. On-site school education began for the children of key workers and those identified by school as vulnerable. Alongside this, remote learning was provided for all other pupils so their education could continue at home. During this period Pupil Premium funding was redirected as deemed necessary by the Senior Leadership Team, in order to support our disadvantaged pupils during these unprecedented times. As a result of this closure we are not able to evaluate the impact of the 2019/2020 Pupil Premium spend. We will monitor and evaluate the impact Covid-19 has had on disadvantaged pupils and our reopening strategy will identify support to ensure they catch up with their peers as quickly as possible.